

DOCUMENT RESUME

ED 166 534

CE 019 961

TITLE [MATCHE: Management Approach to Teaching Consumer and Homemaking Education.] Economically Depressed Areas Strand: Textiles and Clothing. Module III-D-2: Utilizing Resources for Clothing and Textiles.

INSTITUTION California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.

SPONS AGENCY California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.

PUB DATE 78

NOTE 33p.; Not available in hard copy due to light print in the original document. For related documents see CE 019 896-967

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS Answer Keys; *Clothing Instruction; *Depressed Areas (Geographic); *Economically Disadvantaged; Educational Objectives; *Home Economics Education; *Performance Based Teacher Education; Performance Tests; Preservice Education; Resource Materials

ABSTRACT

This competency-based preservice home economics teacher education module on utilizing resources for clothing and textiles is the second in a set of two modules on textiles and clothing in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following a module objective and overview, three units of instruction are presented: (1) identifying clothing resources (with lessons on sources of clothing and personal resources), (2) utilizing clothing resources (with lessons on buying clothing to meet needs and knowing when to buy), and (3) extending garment life (with lessons on proper maintenance and alterations). Each unit includes an objective, overview, and progress test. Lessons contain narrative summaries, suggested activities, and resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

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ED 166534

ECONOMICALLY DEPRESSED AREAS STRAND:

TEXTILES AND CLOTHING

MODULE III-D-2 UTILIZING RESOURCES FOR CLOTHING AND
TEXTILES

1978

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MATCHE PROJECT Funded by:
Bureau of Homemaking Education
Vocational Education
California State Department of Education
Sacramento

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

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UTILIZING RESOURCES FOR CLOTHING AND TEXTILES

Module Objective

The MATCHE student will be able to assist an individual or family in obtaining clothing through the identification of resources and alternatives.

Module Overview

Being aware of the resources of clothing items as well as alternatives which can be used is helpful to any consumer, but especially to the consumer from an economically depressed area. This module is divided into the following units:

Unit 1: Identifying Clothing Resources

Unit 2: Utilizing Clothing Resources

Unit 3: Extending Garment Life

UNIT 1

IDENTIFYING CLOTHING RESOURCES

Objective

The MATCHE student will be able to identify and evaluate community sources for new and used textiles through field experience and interviews with low-income area residents and various private and public agencies.

Overview

The purpose of this unit is to identify various community sources of new and used textiles and to evaluate these in terms of their ability to meet the clothing needs of a low-income individual.

Lesson 1: Sources of Clothing

The narrative summary, all of the resources, and the activities presented in this lesson will enable you to identify the various sources of new and used clothing.

Narrative Summary

People sometimes forget that the outright purchase of new ready-to-wear items on the retail market is not the only way that clothing may be provided. Many usable garments are passed on in good condition from one member of a family to another, or from one family to another. In some cases, such clothing is actually of a better quality than the individual might be able to purchase for himself. With minor adjustments in fit or design, it may be suitably adapted to the needs of the new owner.

Gifts are also an important source of new clothing. The purchase of used clothing can be a very satisfactory way to obtain garments. Children's clothes that are quickly outgrown are common items on the used clothing market. Those people with creative sewing talents can often find garments of excellent quality that can be updated to conform to the current fashion through simple renovation. Some shops in particular receive clothing from individuals with large expensive wardrobes who dispose of garments after very little wear.

Home sewing also continues to be a source of clothing for many individuals and families. Of course, since many low-income families do not own sewing machines, all of the sewing must be done by hand. This can make the process very time consuming and limit the possibilities.

Used garments can be bought at thrift shops, secondhand stores, and garage sales, and through classified ads in newspapers. New clothing can be bought at the department stores, specialty shops, mail order houses, popular price or volume merchandise stores, discount stores, variety stores, and some supermarkets and drug stores. All of these types of stores will range in price. Specialty shops tend to be higher priced, whereas variety stores tend to have a smaller selection but will be lower priced.

Suggested Activities

1. Interview low-income residents to determine where they shop for clothing and how well satisfied they are.
2. Visit various public and private agencies in the community to determine their opinions and suggestions regarding clothing sources.
3. Visit the various clothing sources in the community. Evaluate them in terms of their service and their ability to meet the needs of low-income residents. How do your observations compare with those of the residents and agencies you interviewed?

Suggested Resources

Dowse, J. M. "My Secondhand Solution to the Budget Crunch." Redbook, 145 (September 1975), 29-30+.

Horn, Marilyn J. The Second Skin. Boston: Houghton Mifflin, 1968.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976, Part 4.

Miller, Roger LeRoy. Economic Issues for Consumers, 2d ed. New York: West Publishing, 1978, Consumer Issue H.

"More Clothes for Less Money." Woman's Day, May 31, 1977, pp. 88-93.

"Shop Around for Quality." Forecast for Home Economics, 21:F23, April 1976.

"Ways to Save on Clothing." Good Housekeeping, 179 (September 1974), 175.

Winkler, Barbara. "Thrift Shop Chic: A Bargain Hunter's Guide." Family Circle, 90 (October 1977), 11.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 1 Progress Check

1. List three sources of used clothing identified in a selected area.
Give a brief evaluation of each as a source of clothing for EDA residents.
 - a.
 - b.
 - c.
2. Chart the results of your observations of sources of used clothing as compared to statements made by residents and agencies interviewed.

Compare your answers with those on the next page.

Answer Key
Lesson 1 Progress Check

1. garage sales, thrift shop, secondhand store, Goodwill Industries
Evaluation includes condition of shop, type of clothing, and condition
of clothing.
2. (any answer acceptable to the instructor)
Show your answer to the instructor.

Lesson 2: Personal Resources

The narrative summary, all of the resources, and the activities presented in this lesson will enable you to identify various personal resources that can be helpful in obtaining clothing.

Narrative Summary

There are many resources in addition to money which can help you obtain the clothes you need. Imagination is a resource which many use skillfully. Imaginative use of what is at hand can often resolve what seems to be lacking.

Time is a resource which is more of a resource to you than money if you have more of it. Taking time to plan, to shop wisely, and to take proper care of your clothes can make the difference in extending clothing resources.

The ability to sew is a valuable resource. You can use your sewing skills to keep your clothes in good repair, to change a garment to make it appear more attractive, and to make some of your clothes. Help from others is an important resource. Sharing of talents and abilities with your family and friends helps both you and them.

Knowledge of buying is essential in obtaining the clothes you need. Thorough understanding of your needs and of what is available makes it possible for you to obtain what is satisfactory for your purpose.

Money, of course, is a helpful resource which can be used in addition to the other resources you have at your disposal. A low-income individual, may find that he has to make greater uses of his other resources to make up for his lack of money.

Suggested Activities

1. Interview several low-income individuals to determine what they consider to be their resources. Do their opinions differ? Do they recognize their own personal resources?
2. Help four of these low-income residents to solve a clothing problem through a resource other than money. Report to your instructor.

Suggested Resources

Cabe, P. "Rejuvenating a Weary Wardrobe." Forecast for Home Economics, 20 (September 1974), F162-163+.

"How to Set Up a Clothing Budget." Forecast for Home Economics, 23 (March 1978), 47.

Miller, Roger LeRoy. Economic Issues for Consumers. 2d ed. New York: West Publishing, 1978, Chapter 7, and Consumer Issue D.

"Save Money with a Children's Clothing Exchange." Good Housekeeping, 181 (September 1975), 153+.

Smith, E. B. "Getting the Most From Your Clothes." Working Woman, 3 (March 1978), 64-5+.

"Wardrobe Planning for the Home Sewer." Forecast for Home Economics, 17 (September 1971), F110-114.

There is no Progress Check for this lesson.
When you feel you are ready, you may take the
Progress Test for this unit.

UNIT 1 PROGRESS TEST

Utilizing Resources for
Clothing and Textiles

Student _____

Instructor _____

Date _____

1. List several general sources of new or used clothing.

2. The ability to sew can help with your clothing problems in what three ways?
 - a.
 - b.
 - c.

3. In relation to knowledge of buying clothes, what two points is it important to have a thorough understanding of?
 - a.
 - b.

4. What may individuals from a low-income area find he must do in relation to their use of resources?

ANSWER KEY
UNIT 1 PROGRESS TEST

Utilizing Resources for Clothing and Textiles

Instructor: In booklets reproduced for students, you may wish to omit this page.

1. retail stores, gifts, hand-me-downs, buying new clothes, buying used clothes, sewing clothes
2.
 - a. Keep clothes in good repair.
 - b. Change or alter a garment.
 - c. Make your own clothes.
3.
 - a. your needs
 - b. what is available
4. It is very likely that they will have to make greater use of their personal resources in order to make up for their lack of money.

UNIT 2

UTILIZING CLOTHING RESOURCES

Objective

The MATCHE student will assist a low-income family in obtaining needed clothing items by using one or more of the available clothing resources. The selections must meet needs, goals, personal satisfaction, and must be within the limited income of resources available.

Overview

The purpose of this unit is to acquaint you with using available clothing resources to meet the specific needs of low-income families.

Lesson 1: Buying Clothing to Meet Needs

The narrative summary, all of the resources, and the activities presented in this lesson will enable you to identify various factors to consider when buying clothing to meet needs.

Narrative Summary

Purchase of a "bargain" which does not fit into your wardrobe is just as wasteful as paying more than necessary for something you need. It is important to be aware of your specific needs and to buy clothing to meet those needs. It is important to recognize what you need and to buy it when you find it, but it is equally important to recognize what you do not need and to be honest enough with yourself to say "no" when you see something you like but do not need.

Before you go shopping, it is helpful to make a list of items you have decided that you need. This helps to avoid the mistakes that are likely to occur when you buy on impulse. When shopping, it is essential to keep clearly in mind the amount which you have planned as reasonable for the articles you want to buy and to try not to exceed this amount. Sometimes you may find what you need at the price you planned to pay, but you may also find something you like much better at more than you had planned to spend. Then it is necessary to decide whether the garment is really worth this much to you and whether you can and want to make up the difference by adjusting other expenditures. Perhaps lay-away can be utilized. Sometimes you may see a very good sale, and by spending more than you had planned to, you can save in subsequent months.

Our clothing needs and desires are determined by the kinds of lives we lead. Each person has a unique set of requirements that are bound to influence his or her clothing purchases. Income, occupation, social participation, the climate in which one lives, the way one spends leisure time, and one's style of living all affect the logic of a clothing decision for a particular individual.

It is essential for each family to carefully plan its clothing purchases to meet its specific needs, but especially for low-income families since they have less money to spend.

Suggested Activities

1. Interview a low-income family to determine its needs. What do the members consider to be their needs?
2. Help this family to make a list of its clothing purchases over the past six months. Do these purchases reflect the needs?
3. Together with this family, design a plan for clothing purchases for the next six months to meet its needs, yet stay within its budget.

Suggested Resources

Horn, Marilyn J. The Second Skin. Boston: Houghton Mifflin, 1968.

Keegen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976, Chapters 18, 19.

Miller, Roger LeRoy. Economic Issues for Consumers. 2d ed. New York: West Publishing, 1978, Chapter 11, Consumer Issue H.

"Your Clothing Dollar." Money Management Institute. Chicago: Household Finance Corporation.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 1 Progress Check

1. List factors identified as important by EDA families in meeting their clothing needs. What is your reaction to factors they consider important?

Compare your answers with those on the next page.

Answer Key
Lesson 1 Progress Check

1. Factors may include the following:
 - teenager--to be dressed like others
 - something new--like everybody else
 - garments for person in family who is employed
 - young children--something to keep warm
 - something new for special social activities
 - any others

Lesson 2: Knowing When to Buy

The narrative summary, all of the resources, and the activities presented in this lesson will enable you to determine the best time to buy clothing on a low budget.

Narrative Summary

Your needs will usually determine the time for you to shop. However, it is sometimes desirable to consider other factors in deciding when to shop. An individual on a low budget may or may not be able to make use of seasonal sales for considerable savings. Clearance sales usually offer the biggest price reductions and are held to get rid of the fashion items that have not moved. End-of-season selling may take place anytime after the demand has fallen off.

Annual sales generally do not afford the drastic price reductions that are found in clearance sales, but they are considered more reliable because goods from regular stock go on sale for a short period of time. The purpose here is not so much to get rid of the merchandise as to attract customers to the store during a slack selling season. It is wise to wait for the annual sales to buy the staple items of dress such as hosiery, underwear, pajamas, and the like.

Special purchase sales come about as the result of price reduction in the wholesale market for large lots of a particular item. The price reduction is usually better than the markdown in annual sales, but not so great as in clearance sales. The customer needs to be aware of some slight imperfection in special purchase merchandise that may or may not detract from the value of a sale price. Anniversary sales are often storewide sales in which each department marks down a few items.

Obviously, no one can fill all clothing needs through sale purchases, but if one plans ahead, considerable savings can be achieved.

Suggested Activities

1. Visit a low-priced store during a sale. Check over the merchandise. Are there any imperfections? Are these articles good buys? Observe buying practices and merchandising psychology.
2. Interview a low-income family to determine if it often buys at sales. What did it buy? Was it a good buy? Help this family to buy an item it needs on sale, pointing out what to look for and how to determine if it is a good buy.

Suggested Resources

Horn, Marilyn J. The Second Skin. Boston: Houghton Mifflin, 1968.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976, Chapters 18, 19.

Miller, Roger LeRoy. Economic Issues for Consumers. 2d ed. New York: West Publishing, 1978, Chapter 11, Consumer Issue H.

There is no Progress Check for this lesson.
Proceed to the unit Progress Test.

UNIT 2 PROGRESS TEST

Utilizing Resources for
Clothing and Textiles

Student _____

Instructor _____

Date _____

1. It is important to recognize what you need and to buy it when you need it, but it is equally important to _____

2. _____ helps to avoid the mistakes that are likely to occur when you buy on impulse.

3. What are our clothing needs and desires determined by?

4. Match the description with the type of sale.

- | | |
|--|---------------------------|
| a. _____ offers biggest price reductions | 1. anniversary sales |
| b. _____ considered reliable because goods from regular stock go on sale | 2. clearance sales |
| c. _____ may have slight imperfection in merchandise | 3. special purchase sales |
| d. _____ storewide sales in which each department marks down a few items | 4. annual sales |

ANSWER KEY
UNIT 2 PROGRESS TEST

Utilizing Resources for Clothing and Textiles

Instructor: In booklets reproduced for students, you may wish to omit this page.

1. recognize what you do not need and to say "no" when you see something you like but do not need
2. making a list
3. income, occupation, social participation, climate, leisure time, and style of living
4. a. 2
b. 4
c. 3
d. 1

UNIT 3

EXTENDING GARMENT LIFE

Objective

The MATCHE student will be able to assist a family in the extension of a garment's life through several owners or through considerable growth without the assistance of a sewing machine.

Overview

The purpose of this unit is to identify some of the methods of extending a garment's life through proper maintenance and alterations.

Lesson 1: Extending a Garment's Life Through Proper Maintenance

The narrative summary, all of the resources, and the activities presented in this lesson will enable you to identify methods of extending a garment's life through proper maintenance.

Narrative Summary

The wear life of a garment is dependent to a large extent upon the care that it receives. The proper care of clothing not only results in a well groomed appearance, but it can actually mean a considerable savings in time and money.

Garments will retain their shape longer if they are put on a hanger immediately after being worn. Closing zippers and buttoning buttons will help to hold the garment on the hanger and improve the shape retention. Clothing will last longer if you strengthen the weak spots before they break into tears or holes. Garments should be checked occasionally for needed repairs. Dangling buttons, popped seams, loose threads, or hems should be taken care of immediately.

Not all fabrics are washable, and not all garments made from washable fabrics can be laundered successfully because of the possible limitations of trim, construction, or linings. It is a good idea to keep hang tag or label information on hand since not all washing instructions are the same. Bleaches and heavy detergents should be used lightly and only on items you are sure can tolerate them. Garments should be checked for rips or needed repairs before laundering, not after. Pockets should be emptied and turned inside out, if possible. Heavily soiled areas should be pretreated, and spots and stains should be removed.

Suggested Activities

1. Prepare an instructional chart for general clothing care including simple repair points.
2. Using this chart, help a low-income family to take better care of its clothing. Show it proper laundering and repair techniques.
3. Develop a list of ways in which the life of children's garments may be extended through the growth of a child or children.

Suggested Resources

"Clothes that Last Longer: A Buying and Care Guide." Good Housekeeping, 180 (May 1975), 192.

Gibbons, Ruth. "Facts about Laundering." Textiles, 1 (October 1972), 3.

Haves, D. A. "Clothing Utilization: Length of Wear in Married Women's Wardrobes." Journal of Home Economics, 59 (February 1967), 112-115.

Institute Report: "Garment Care: Facts You Should Know When the Label is Incomplete." Good Housekeeping, 180 (February 1975) 6.

"Special Fabrics and the Care They Require." Good Housekeeping, 178 (February 1974), 188.

Tortora, Phyllis G. Understanding Textiles. New York: Macmillan, 1978, Chapter 21.

There is no Progress Check for this lesson.

Lesson 2: Extending Garment Life Through Alterations

The narrative summary, all of the resources, and the activities presented in this lesson will enable you to describe various methods of extending a garment's life through alterations.

Narrative Summary

A secondhand garment or one that is out of date can often be altered so that it is suitable to wear. An outdated garment can often be made wearable by changing a waistline, sleeve, neckline, or removing a collar. Imaginative trims and patches may be used to cover worn spots. Figures, flowers, etc., in felt, wool yarns, or ribbon trims in decorative shapes can be applied so as to add to the life of the garment.

One should also consider the possibility of altering or making over those items which have good fabric but are no longer wearable as they are. If one area of a dress has a large tear, then perhaps the bodice or skirt could be detached and used alone. Some of these simple alterations can make wearable a garment which otherwise may have been discarded.

Suggested Activities

1. Make a chart or list of several simple ideas for altering a garment to prolong its life.
2. Help a low-income family to alter two garments so that they are wearable and meet the family's approval.
3. Develop a list of ways in which the life of children's garments may be extended through the growth of a child or children.

Suggested Resources

- Bakke, Karen. The Sewing Machine as a Creative Tool. Englewood Cliffs, New Jersey: Prentice-Hall.
- Cabe, P. "Rejuvenating a Weary Wardrobe." Forecast for Home Economics, 21 (November 1975), F40+.
- Carlin, David. Alteration of Men's Clothing. 3d ed. New York: Fairchild.
- Editors, Time Life. The Personal Touch. New York: Time Life Books, 1974, Chapter 4 "Freshness from Restyling."
- "How to Recycle a Short Skirt." Redbook, 144 (January 1975), 56-57.
- "Trimmings Add Originality to Basic Styles." Forecast for Home Economics, 17 (March 1972), F34-35+.

There is no Progress Check for this lesson.
Proceed to the unit Progress Test.

UNIT 3 PROGRESS TEST

Utilizing Resources for
Clothing and Textiles

Student _____

Instructor _____

Date _____

1. The wear life of a garment is dependent to a large extent upon _____
_____.
2. Discuss a few important points concerning garment repairs.
3. Discuss a few points of general laundering care.
4. List four ideas for altering a garment.
 - a.
 - b.
 - c.
 - d.

ANSWER KEY
UNIT 3 PROGRESS TEST

Utilizing Resources for Clothing and Textiles

Instructor: In booklets reproduced for students, you may wish to omit this page.

1. The care that it receives.
2. Garments should be checked occasionally for rips or tears. Wear spots should be strengthened before they turn into tears or holes. Dangling buttons, popped seams, or loose threads should be taken care of immediately. Repairs should be made before laundering.
3. Check name tag instructions before laundering. Use bleaches and heavy detergents with discretion. Pretreat heavily soiled areas. Remove all spots and stains according to a chart.
4. using trims or patches to cover worn spots
using felt, yarn, or ribbon trims in decorative shapes to add to the life of the garment
detaching a skirt from bodice, if one is unusable
changing a waistline, collar, sleeve, or neckline
cutting off pants
letting out hems
matching children's socks
patchwork clothes
any other acceptable answer

MODULE POSTTEST

After you have completed the final unit progress test for this module, you should be ready to take the Module Posttest. See your instructor.

MODULE PRE/POSTTEST

Utilizing Resources for
Clothing and Textiles

Student _____

Instructor _____

Date _____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. Identify four sources of used clothing.
 - a.
 - b.
 - c.
 - d.
2. Identify six sources of new clothing and classify each as high priced, moderate, or low priced.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
3. List five personal resources (other than money) which can be used in obtaining clothing.
 - a.
 - b.
 - c.
 - d.
 - e.

Pre/posttest (continued)

4. Discuss the important factors to consider when buying clothing to meet needs for a low-income family.
5. What suggestions would you give to a low-income family concerning when to buy clothing?
6. Explain how a garment's life can be extended through proper maintenance and alterations.

Return this test to your instructor for evaluation.

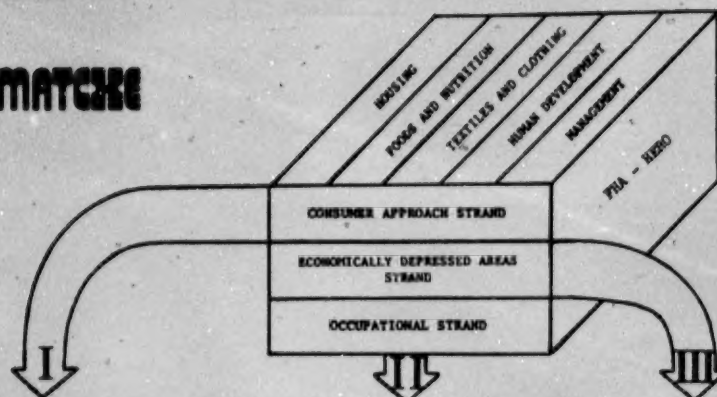
ANSWER KEY
MODULE PRE/POSTTEST

Utilizing Resources for Clothing and Textiles

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. garage sales, classified ads, secondhand stores, thrift shops, any answers acceptable to instructor
2. specialty shops: high - moderate
department stores: high - moderate - low
mail order houses: moderate
supermarkets: low
discount stores: low
volume merchandise: moderate - low
3. imagination
time
ability to sew
help from others
knowledge of buying
4. Since low-income families have less money to spend, it is important for them to buy clothing to meet their needs. They generally do not have money to spare on items they like but do not actually need. Many times they cannot even afford all of the necessary clothing. Because of this, it is vital to plan well and to purchase clothing to meet minimum physical and psychological needs.
5. A family's needs naturally will determine the time to shop for clothing, but it is desirable to consider other factors when deciding when to shop. Being aware of the types of sales and when they occur can help an individual to get the clothing he needs at a reasonable price if funds are available at that time.
6. Garments should be hung after being worn to retain their shape. Weak spots should be repaired before they tear. Loose buttons, hems, or seams should be repaired immediately. All repairs should be done before laundering. Laundering instructions on hang tags should be followed. Bleaches and heavy detergents should be used lightly. All spots and stains as well as heavy soil should be removed before laundering. These points on proper maintenance can help to prolong the life of a garment. If the individual has the skill, a secondhand garment or one that is out of date can often be altered so that it is suitable to wear. By taking in a waistline, removing a collar, changing the neckline, or changing the sleeve, you can transform an unsuitable garment into a wearable one. Trims and patches can be added to a worn spot, or yarns or ribbon trims in decorative shapes can be applied to add life to a garment.

MATCH



A. CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B. HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C. FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related to Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D. TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related to Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E. HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumer Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F. MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele